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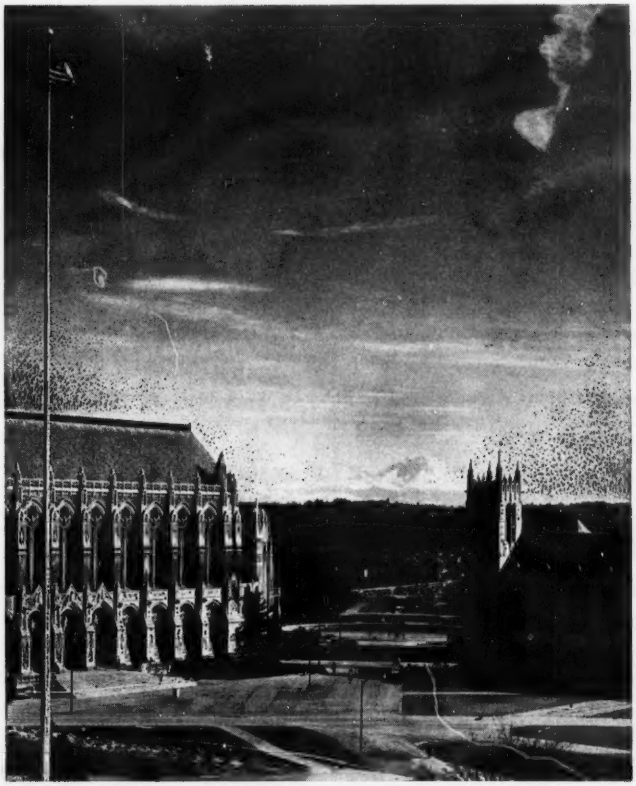

Looking South from University of Washington Campus

A PUBLICATION OF THE COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

CUPA JOURNAL

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NEWS, NOTES & QUOTES . . .

Our Cover

There has been some discussion in the corridors at past Conferences that before too long the CUPA Annual Conference might be held at the University of Washington. As advance propaganda, Reginald Root, Personnel Director, has sent us this picture of their beautiful campus, with Mt. Ranier in the background. He writes: "My only doubts about holding the Conference here have to do with possible attendance due to the distances members would have to travel. Perhaps some sort of a poll could be taken to determine the number of members who would plan to attend if the Conference were held in Seattle."

Would you like to go to the University of Washington for a national Conference? Please write the Executive-Secretary, Donald E. Dickason, 809 South Wright Street, Urbana, regarding your thoughts on this matter.

Quotes from your President

(Editor's Note: Some comments and observations on the subject of fringe benefits, made by Diedrich K. Willers, Personnel Director, Cornell University, and President of the College and University Personnel Association, at the second annual meeting of the Eastern Division at the University of Pennsylvania, in February, 1958.)

In discussing some aspects of personnel experiences in an academic setting, I am doing it on the basis of 23 years of experience in the personnel business. This has been about equally divided between government, industry, and an academic career. I feel that the basic principles apply in all areas.

The demands and pressures on a Personnel Department vary from time to time, but are generally based on the old economic rule of supply and demand. With the economic picture as it stands today, it is very easy for the man in the Personnel Office to feel placid and perhaps a little smug. In many areas there are more applicants than jobs. It is a good feel-

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ing, he thinks; but this is the very time for him to take stock of his program and to re-examine its values. Many of us think that we work best under pressure, but I am sure that you will grant that it is much easier to think when the pressure is off, and when department heads are convinced that the Personnel Department is doing a wonderful job. Let's take a few moments to do a little conscience searching right now.

We pride ourselves on staffing educational institutions with the best possible employees, on maintaining a sound and vital program of human relations with these same employees, on providing a fair system of compensation for them, and on making provisions for their security. I would particularly like to discuss the latter problem.

The Roman Emperors had wine given to the mobs; the feudal lord cared for the sick and needy of his estate; the ward boss paid funeral expenses and supported widows. The first guilds and unions banded together, not only to improve wages, but also to care for the unexpected accident or illness. In other words, a fringe benefit, like that on top of the surrey, has always been a little something extra.

However, George W. Taylor, one of the great economists from the University of Pennsylvania, states that fringe benefits are a misnomer. I would like to quote from his writings in *Management Record,* a publication of the National Industrial Conference Board:

"I am conducting a one-man crusade against the continued use of the word, 'fringe'. I participated in some of the earlier negotiations when the term was first used. The reasoning underlying the use of the term was something like this: An employee works for fifty-one weeks. He gives good value and service. A week off to charge his batteries will make him a better employee. He can, therefore, be given a week off with pay because that doesn't increase costs. Without the vacation, he would be a less efficient employee. It was called a fringe because it was conceived as a supplemental wage payment which did not increase costs.

"That concept was modified when vacations were equated with cents-per-hour general wage increases. Vesting in vacations then inevitably developed. Now an employee looks upon vacation pay as a part of his wages. That's the way it was set up. If he quits, he gets his pro-rated vacation pay because this was provided for 'in lieu of a wage increase'. The cost impact has changed somewhat.

"My one-man crusade is to drop the use of this word, 'fringe,' and call these wage payments collateral payments supplementary to the basic wage rate structure."

Whether they be called collateral payments to the basic wage rate structure, supplemental wage benefits, or fringe benefits, they are something real, important, and costly.

What do we consider a fringe benefit? The varying categories of fringe benefits can be divided into two broad types of supplemental wage payments made by the employer; first, those representing some direct and immediate additional income, which include such things as premium pay for overtime, nights, split shift or hazardous jobs; paid vacation; paid holidays; rest periods; and employee financed services and activities; and second, those de-

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How Effective Is Your Testing Program?

WILLIAM E. SCOTT

The challenge to take the guess work out of employee selection must be met. Test validation is an important step in meeting the challenge.

In a recent survey of pre-employment testing in college and university employment[1], at least two significant facts were drawn from the results of the questionnaires. One was that facilities and funds have been major obstacles in the establishment of testing programs at colleges and universities. Another finding was that 38% of the respondents using tests had not established minimum or cut-off scores, and only a few respondents had conducted any kind of a validation study.

It is true that a testing program can be set up in terms of professional judgment without including the validation step. Possibly, if the personnel man were shrewd, the test would make a practical contribution to personnel selection. However, one would never *know* whether this were the case or not, and since facilities and funds are critical items, perhaps we ought to make some kind of objective checks on the effectiveness of our tests.

How does one tell whether the tests we are using are doing any good? How can we best use tests to help solve selection problems? What is the most practical way to determine cut-off points for hiring new people?

The answers to these questions can be obtained from a validation study which, in essence, is the effort to determine whether there is a significant relationship between scores on a test and some criterion of success on a given job. A test is an effective selection device (valid) if it predicts with reasonable accuracy how successful an applicant will be on the job.

The establishment of test norms will not tell us how effective our tests are in predicting job success. Norms only tell us how an individual applicant compares with our total population of applicants, or with the population used to develop the norms. For example, let's take a person who scores 30 on a "mental alertness" test. Without norms, of course, the score, by itself, has no meaning. But if we tested 300 applicants and found, in developing our norms, that people who score 30 or above are better on this test than 95% of our 300 applicants, the score would have meaning.

Our basic questions, however,

1. See "Summary of Survey on Pre-Employment Testing," by Theodore J. Woloson and J. F. Breen, CUPA JOURNAL, Vol. 9, No. 1, October, 1957.

Mr. Scott is Personnel Assistant, Purdue University. This article is the result of approximately eight months general research and verification of a method of test validation. The method is easy to use, and is particularly appropriate for college and university personnel work because of the small numbers of employees occupying a given job and because of the lack of criteria for measuring job success.

are still to be answered. Is there a significant relationship between test scores and success on the job? How can we be sure that we are selecting people who are likely to be successful on a given job by selecting only those who score 30 or above? Again, only a validation study will provide the answers to these pertinent questions.

Two general procedures are available for validating tests:

1. The first, commonly referred to as the "Present Employee Method," consists of testing present employees and comparing their test scores against such criteria of job success as quantity of production, job tenure, number of promotions, and merit ratings.
2. The second general procedure, referred to as the "Follow-up Method," is to test a group of applicants before they are placed on the job, employ them without reference to test scores, and then check their test scores against a criterion of success after they have been on the payroll for a period of time.

This procedure, while it takes longer, is generally the better of the two for a test validation study, but either can be used effectively. In fact, the personnel man may proceed with both simultaneously.

Once we have decided which general procedure of test validation is the most suitable for our purposes, the problems of obtaining a reliable criterion of job success and of measuring the relationship, if any, between it and test scores still face us. In the majority of colleges and universities, objective measures of job success — amount of production, quality of production, absentee records, and learning time — are rarely, if ever, available. So we must depend on some kind of merit rating. But all is not lost when we have to rely on ratings as a measure of job success. Paired comparison ratings are especially reliable, and, in most cases, it is relatively easy for supervisors to pick the top 50% of their work group, or the top 25% with a high degree of reliability. When proceeding with a validation study, using any kind of rating plan, there should be at least two raters, and we are more sure of our results when we have more than two.

There are several methods available for measuring the relationship between test scores and the criterion, most of them being designed to tell us whether or not we have overcome that little gremlin — *chance!* For example, is Test A validated when Joe, one of our best janitors, made a very high score on this test? The answer, of course, is *no*. To be sure, there *may* be a positive relationship between scores on this test and success as a janitor. On the other hand, it may be that people who make low scores on Test A also make good janitors. Or worse, it may be that people who score high on this test are for the most part poor janitors, and Joe is one of those exceptions. The possible errors we could make here point up the fact that because human behavior is so complex, and because job success is composed of a number of complex factors, we cannot determine the effectiveness of a test on the basis of one or two isolated cases.

Since colleges and universities are faced with the problem of small numbers of people performing a given job, and with the problem of obtaining objective criteria of job success, this writer has developed a validation proce-

dure which can be used with small numbers and does not rely on criterion measures of success ordinarily found only in industrial organizations. The method is reported below, with an example, in the hope that it will be useful to those interested in finding out how effective their tests really are.

Problem

The personnel director at B State University was faced with the continuing problem of selecting Electrician Helpers who had the potential for ultimate promotion to Maintenance Electricians, and wanted to know whether or not the Adaptability Test could be used as an effective selection device for such personnel. The University employed 30 Maintenance Electricians whose work was well-known to the foreman, the assistant foreman, and the departmental supervisor. Since the problem was to determine whether there was a better-than-chance relationship between scores on this test and success as a Maintenance Electrician, the "Present-Employee" validation procedure was chosen using our

FORM I

	Score or Interval	No. in High Criterion Group	No. in Low Criterion Group	Total	Cum. Freq.	Percentile P_0 to P_{100}	
	4		1	1	1	3%	
	7		1	1	2	7	
	9	1		1	3	10	
	10		1	1	4	13	
	11	1		1	5	17	
	12		1	1	6	20	
	13		1	1	7	23	
	14		3	3	10	33	
	15		2	2	12	40	
	16	1		1	13	43	
Median	17		1	1	14	47	P_{50}
	18	3	2	5	19	63	
	19	2		2	21	70	
	20	2		2	23	77	
	22	1	1	2	25	83	
	23	1	1	2	27	90	
	25	1		1	28	93	
	28	1		1	29	97	
	29	1		1	30	100	

Enter the lowest test score made in the upper left hand corner and continue down, including all in-between scores, to the highest score made in the validation sample. Tally the number of persons in the High Criterion Group at each score or interval and the number of persons in the Low Criterion Group. Add the tallies in both groups to get the total, and fill in the Cumulative Frequency column. P_{25}, P_{50}, and P_{75} are obtained from the last column.

Electricians as the Validation Group.

Steps In
Validation Procedure

Step 1: Obtain a High and Low Criterion Group. This can be done, as in our example, by having each Rater (foreman, assistant foreman, and supervisor) answer the question: *"If you had to reduce your Electrician crew by half, which ones would you keep?"* Each of the raters should do this independently and resolve their differences in conference. The individuals finally selected by the Raters are called the *High Criterion Group,* and those remaining will be the *Low Criterion Group.* In this case, there were 15 in each.

Step 2: Administer the test to the total Validation Group. This test, requiring 15 minutes testing time, was given to all 30 Maintenance Electricians at one sitting. Needless to say, the test should be administered under the same test conditions that new applicants will have — conditions recommended by the Manual, in other words.

(If we had chosen the "Follow-up" Validation procedure, Steps 1 and 2 would necessarily be reversed.)

Step 3: Fill in Form I (see page 3.) and find the Validation group median (P_{50} or 50th percentile).

Step 4. Set up the Contingency Table as follows:

CONTINGENCY TABLE

Test Score Range	HIGH CRITERION GROUP	LOW CRITERION GROUP		
Above Median (18 - 29)	Cell a (12)	Cell b (4)	(16)	Total No. Scoring Above Median
Median and Below (4 - 17)	Cell c (3)	Cell d (11)	(14)	Total No. Scoring At Median or Below
	(15)	(15)	(30)	= Total in Validation Group

a. In *cell a* enter the total number of persons in the High Criterion Group who scored above the median.

b. In *cell b* enter the total number of persons in the Low Criterion Group who scored above the median.

c. In *cell c* enter the total number of persons in the High Criterion Group who scored at the median or below.

d. In *cell d* enter the total number of persons in the Low Criterion Group who scored at the median or below.

Step 5. Compute Chi square (x^2).

$$x^2 = \frac{\left(|ad - bc| - \frac{N}{2} \right)^2 N}{(a+b)\ (a+c)\ (b+d)\ (c+d)}$$

where

a, d, b, c = corresponding entries in cells a, b, c, d, in the contingency table.

N = total number in validation group.

(The vertical bars around $|ad - bc|$ indicate the numerical value without regard to sign.)

$$\text{In our example } x^2 = \frac{\left(|12 \times 11 - 4 \times 3| - \frac{30}{2} \right)^2 30}{(12+4)\ (12+3)\ (4+11)\ (3+11)} =$$

$$\frac{(120 - 15)^2 \times 30}{16 \times 15 \times 15 \times 14} = \frac{330{,}750}{50{,}400} = 6.562$$

$$x^2 = 6.562$$

Step 6. Compare the resultant x^2 with 3.84. (.05 significance level. Obtained from Chi square tables.)

Rule 1. Whenever the x^2 that is computed is equal to or greater than 3.84, then you are reasonably assured that your test can be used as an effective selection device utilizing cut-off scores at the median or higher.

Rule 2. If the resulting x^2 is less than 3.84, then one cannot be confident that there is a significant relationship between test scores and success on a particular job. There *may* be a slight indication that the test is effective, but this could be entirely due to chance.

In our example, $x^2 = 6.562$, and we are confident that the test can be used to select potentially good electricians.

Step 7. If x^2 is equal to, or greater than 3.84, set up the Expectancy Chart below. (Information for this chart can be obtained directly from our Contingency Table.)

TEST SCORES	NO. IN HIGH GROUP	TOTAL NO. IN SCORE GROUP	PERCENT
(18-29)	(12)	(16)	(75%)
(4-17)	(3)	(14)	(21%)

Interpretation

Consider the applicant's chances of being in the High Criterion Group, given his test score. In our example, if the individual scored 18 or higher on the Adaptability Test, the chances are 75 in 100 that he will eventually be a "good" Maintenance Electrician. If he scored less than 17, his chances of being a "good" Maintenance Electrician are only 21 in 100.

Once we have gone through our relatively simple validation procedure, we *know* whether or not our tests are effective, and we can demonstrate their effectiveness. The challenge to take the guess work out of employee selection must be met. Test validation is an important step in meeting this challenge.

Effective Communication Through House Organs and Policy Manuals

GEORGE F. McGREGOR

Policy manuals and employee house organs cost money. They must be attractively written and designed, demanding considerable time of competent personnel. They also must be printed and distributed, running costs still higher. Thus we must be convinced that policy manuals and house organs are effective, so that we can justify their expense to ourselves, to administrators, boards of directors, or to others who control budget allocations.

As an organization grows, it becomes a necessity to reduce policy and rules to writing. John M. Pfiffner in his book, *Supervision of Personnel,* states that one "element in management democracy demands that rules be established so that supervisors must treat everyone alike. It is the guarantee against arbitrary treatment, the bulwark against supervisorial tyranny and despotism. Designated as 'industrial jurisprudence,' its institutions include grievance procedures, bargaining contract provisions, civil service hearing procedures (and) rules and regulations. . . . Indeed, it embraces the whole gamut of laws, procedures, and devices that have sprung up to establish a reign of law within management institutions. They have tended to interfere with management prerogative by forbidding the disposal of a problem case by arbitrary discharge. Under civil service in many jurisdictions this applied not only to the rank and file, as in unionized industry, but also to the higher status personnel as well."

These are accomplished facts of modern society. We cannot wring our hands and evade our responsibility by saying that we may become too bound up in rules to permit of any flexibility. In a society which insists upon "industrial jurisprudence," we simply cannot afford to lag behind. Then, too, modern psychology tells us that individuals have a great fear of arbitrary authority. This fear is harmful to morale and efficiency.

Policy and Rules Manual

The policy and rules manual should set forth those things which fall under the headings of benefits, privileges, and responsibilities, as well as certain practices and facilities.

More specifically, the following points should be covered: Definitions and exemptions, such as who or what classes of employees are covered by the rules as set forth; the selection and placement

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of employees; a statement of nondiscrimination, if appropriate; and conditions of employment. The latter will cover ways and methods of payment of wages; hours of work; policy concerning overtime, transfers; promotions; separations; vacations; holidays; and sick leave. Workmen's Compensation coverage, Social Security, jury duty, military leave, leaves of absence, layoffs and retirement policy also should be included. Finally, the topic of discipline and grievance procedures should be included in clear and concise language.

The process of hammering out our decisions on each of these points of policy is a long and sometimes painful one. We won't attempt to cover it here. It is sufficient to say that, once arrived at, these decisions deserve being reduced to black and white in a policy manual.

Now, who should receive the manual?

The publication of this manual has meant that the governing board has promised to give certain things in return for service from the employee. Prescribed procedures have been established for settlement of grievances. Management has committed itself.

It is not enough that we give the manual to old employees, and to the new ones as they are hired. It also becomes important that supervisors at all levels know what the policies and rules are, that they abide by them, and that they administer them equitably. It does morale and efficiency no good when two employees of the same organization find they are receiving different treatment in a particular situation.

It is commonplace in private industry for the training division to call supervisors, down to and including foremen, together for a detailed analysis of the union contract. Often this process is accomplished over several sessions, and examinations may be given to determine whether or not supervisors understand the labor agreement. Certainly a policy manual ranks in importance with a union contract and deserves careful attention and understanding on the part of management. Supervisors must read and understand it.

Our efforts and expense will not be fully justified either, unless we make some effort to acquaint each employee with the content of the manual. He can, of course, be handed a copy and be asked to read it. Often, however, he will toss the booklet in his desk or locker and promptly forget about it. A policy manual can be used more effectively in conjunction with an orientation program, and should be so used in order to make certain that the employee is familiar with its content.

Recently the personnel department in my own institution was trying to determine the reason for excessive absence because of illness in a particular department. Finally, we discovered that some of the employees thought that sick leave not taken during the fiscal year lapsed. They were trying to make sure that they got their share before it was too late. We have a policy manual, and it says nothing about sick leave credits lapsing. In fact, it says quite the opposite. Apparently, the book was not read thoroughly by employees — in at least one department.

Employee Handbook

Another related publication is the employee handbook. While

our topic does not specifically mention such a pamphlet, it should not be overlooked. The employee handbook is not a substitute for a policy and rules manual. It does, however, attempt to set forth, in popular style, the major benefits, as well as the responsibilities of employment as stated in the official policy. It may also contain statements relative to employee-financed health plans, discounts on purchases, if any, use of the cafeteria, and similar items. It should also contain a brief history of the institution, and perhaps a message of welcome from the administrator. Employee activities, such as bowling leagues, camera clubs, and so forth, might also be included.

The informality of an employee handbook gives it an advantage over the policy manual, which must be couched in precise language. With an easier-to-read format, and perhaps with illustrations, the more important conditions of employment can be presented in an employee handbook with greater assurance that they will be read. However, the more formal policy manual is of higher priority. An employee handbook should be considered only after the policy manual has been formulated and published, although it is possible to combine both in one publication.

A policy manual is something which normally will change only infrequently. Nevertheless, it is desirable to communicate with employees on a continuing basis. The college or university is not standing still. It has plans for expansion or remodeling. It may add employees or lay some off. It may install new equipment. Pay rates may change, as may income. These and other matters make it important that information be given to groups of employees throughout the entire organization.

As information is passed down by word of mouth, there is a tendency for supervisors at various levels to censor or strain the information they have received before they pass it on. Some individuals pass on only what to them is important. Others may add their interpretations or embellishments as they pass information down the line. This means, of course, that what the individual employee finally hears may differ substantially from what management has in mind or plans to do. In some organizations having unions, there actually has been considerable embarrassment because rank and file workers and stewards knew more about proposed changes than lower level supervisors. This has been due to the timely publication and effectiveness of union information bulletins.

House Organ

A strong case can be made for a house organ which will afford complete dissemination of information through the organization and thereby help squelch "scuttlebutt" and rumor. Indiscriminate gossip becomes inevitable when people gather and discuss matters about which they are not informed. The "grapevine" is a universal phenomenon. Recent studies indicate that facts will discourage rumor because the latter thrives only in the absence of reliable sources of evidence. It has also been learned that a universal characteristic of rumor is its emotional basis arising from anxieties, hopes, hates, prejudices and guilt feelings. Rumor can act as a hook upon which the worker can hang his own subjective feelings for those around him to see.

A good house organ can be of real value to an organization in the following ways:

1. It can help employees understand the nature and function of the college or university, and perhaps give them an appreciation for the work being done, not only in their own department, but throughout the organization.

2. It can supplement the policy manual by printing explanations of rules and changes in policy. It can also emphasize certain obligations and privileges, as appropriate.

3. It can acquaint employees with the history of their college or university, with some of its outstanding work, and with its plans for the future.

4. It can stress the importance of close adherence to safety regulations.

5. It can stimulate interest in various types of employment and promote greater cooperation among employees.

6. It can promote a better understanding between the personnel and other administrative offices on one hand and employees on the other.

We have said what a house organ should be; now let us say a word about what it should not be. The publication should not become a gossip or scandal sheet. In a small organization there is room for informality, but as size increases, it becomes more important to have a more formal, but none the less readable, publication. Gossip and rumor are closely related. We wish to get rid of rumor, so there is no place for gossip either. The house organ should not continually expound on how good management is. Neither should it make repeated claims for paternalistic security programs, such as old age pensions.

Continual harping on the great and worthy service provided by the college or university in the face of rising costs and low income tends to cause resentment because of the implication that a request for higher wages is tantamount to anti-social action. When an employee is given a newspaper, he shouldn't throw it aside unread, because he is suspicious or resentful.

The Job They Can Do

Having said all of this about policy manuals, employee handbooks, and house organs, how much of a job can we expect them to do?

It is generally believed that employees who are happy in their jobs do better work than those who are not. It would, of course, be unwarranted to say that publications for employees will automatically lead to good attitudes and morale. However, policy statements and house news publications can assist in doing the job that needs to be done.

Many panaceas have been put forward in recent years as cures for low morale, or stimulants for good employee attitudes. A study of attitudes and morale of employees of Sears-Roebuck & Co. a few years ago, as reported by James C. Worthy, led to the conclusion that, "there is no simple explanation for any given state of employee morale. Rather, our studies indicate the existence of a highly complex set of interdependent factors

which combine in subtle and obscure ways to produce a particular level of employee satisfaction or dissatisfaction. Whether high or low, this level of satisfaction, in turn, seems to reinforce many of the factors producing it, thus setting in motion a kind of 'circular reaction' which tends to keep good morale good and poor morale poor. It is for this reason that management, despite sincere and vigorous efforts, often finds it so difficult to bring about perceptible improvements in problem situations." If the study mentioned above is valid, and there is additional evidence to support that thesis, we must look to a number of factors as determinants of morale.

We can say, though, that employee publications weigh heavily in the over-all picture of employee morale. Furthermore, these publications can help to satisfy certain basic needs which sociologists tell us all individuals have. People need to feel that they are *participating* in the work of the organization. They need *recognition* for the work they are doing — *recognition* beyond that which comes on pay day. They need *opportunity* for personal growth and advancement. Another basic need is *security* — security in the work group, in the larger organization, and perhaps a feeling that in old age they will have security through a retirement program. A further need of individuals is the opportunity to communicate with each other, and, in fact, without communication, their other needs would be difficult to fulfill. Again, publications are not the complete answer, but their value is apparent.

Finally, let us say that the editor of any, or all, of the publications should be given sufficient independence to enable him to do an effective job of presenting management's viewpoint and to permit him to achieve the other objectives cited.

Caveat Usuarius

CHARLES F. LIBBY

A custodian speaks on an analysis of purchasing power versus useable power. Is management aware — indifferent — or oblivious?

Does 100 Minus 95 = 5?

Management is more than aware that 95% of the maintenance dollar is reflected in manpower costs. It therefore *appears* reasonable to assume that 5% of total maintenance costs is reflected in the materials and equipment purchased. Do you believe this? Obviously, it appears to be so, but *is* it? I say *no,* and I believe that I can prove it to you!

Does a rule of thumb fit *your* budget?

I must preface my remarks by saying that rules of thumb *can* be substantiated; therefore, let me base my premise on two of them. Recognized authorities agree that from 10% to 12% of a total school budget should be spent in the various phases of maintaining a school plant. In other words, this may be construed to mean that 5% of the total value (not cost) of a plant *should* be budgeted annually for the total maintenance program; i.e., maintenance of buildings and utilities and maintenance of grounds and sanitary cleaning. Of that 5%, another rule of thumb states that 39% of the total maintenance dollar should be allocated to the cleaning and sanitation phase of maintenance.

Mr. Libby is Supervising Custodian at Texas Technological College.

Does your maintenance program operate on dollars and sense?

Let's look at this in dollars and cents. Assuming that my institution is valued at $20,000,000, 5% or $1,000,000 should be spent annually on the over-all maintenance program — and of the $1,000,000, 39% or $390,000 should be spent annually for housekeeping and sanitation. (In checking, we are running quite true to form because *38%* of the total maintenance dollar *is* budgeted to our Custodial Department.)

Does a rose by *any* other name . . . ?

As one vitally interested in maintenance for many years, I have learned to admire and respect both our purchasing agent and the central purchasing agency in the State Capitol. In the purchase of custodial supplies, and notwithstanding their capabilities, each of them has been fair prey for the hundred of "wash-tub artists" and "back-yard chemists" who are neither manufacturers nor manufacturing chemists, and whose products leave practically everything to be desired. Neither of these purchasers can be blamed! Why? Well, let's analyze — not rationalize — nor pass the buck!

Does "Caveat Emptor" bring back memories?

The unprincipled practice of

Caveat Emptor is *reputed* to have died at the turn of the century. In our highly competitive business society, it is generally true that the average purchasing agent, to a great degree, is protected by meaningful codes of ethics in many private industries, as well as by the several governmental and private agencies who monitor advertising claims made by business firms; however, in this era of specialization, it has become increasingly evident that some advertising specialists have become past masters of the English language, and are more than adept in their phraseology, through which although it may pass *legal* muster, it nevertheless leads the ordinary layman to believe that one (or more) of his problems could be solved forevermore.

Does management expect the purchasing agent to be a "Know-It-All"?

Strangely enough, the title of this article is not Caveat Emptor, but rather Caveat Usuarius — Let the *User* beware! In many instances, the purchasing agent or agency cannot be expected to buy products which will solve, or even remedy, *your* particular problem *unless* he has *your* expert help! If you are a supervising custodian, how *could* you help your purchasing agent? Well, let's see.

Does your title embrace a *multitude* of sins?

If you assist in purchasing sanitation supplies, just what *is* your title? Custodian? Executive Housekeeper? Superintendent of Buildings and Grounds? Director of Sanitation? Or does your title cover a multitude of sins? If you are in charge of housekeeping and sanitation — although your title be lies it — which function do you stress most? That in which you are best trained? That which you best like? Or that which is in the best interests of your institution? In recent years, progressive management has realized the importance of selecting qualified supervising custodians and directors of sanitation who are directing all of their attention to one of the most expensive *single* phases of the plant maintenance program.

Caveat Usuarius et Caveat Emptor

If you, as the user, will assume a constant attitude of awareness, it naturally follows that you will also beware. Your dedicated purchasing agent wants, expects, and should be given *your* evaluation of the products you use — good and bad. Reputable manufacturers also want those evaluations — particularly, if they are unfavorable — to help them develop, through research, better products.

Is management aware of your problems and future plans?

If not, it very well could be *your* fault. If a product will not do the job for which it was designed, tell your purchasing agent why in order that he may transmit the information to the manufacturer. It *could* be that those products are not adaptable to conditions peculiar to your area. Through your purchasing agent, the manufacturer might formulate a product which would be a blessing to *all* of your counterparts in that area.

Does your maintenance dollar accord you the function, safety, protection, and beauty that you want — or should have?

When average costs of cleaning (55¢ per square foot per year) are multiplied by the square footage

in educational, commercial, industrial and private plants, throughout the country, it is no wonder that management is taking a closer look at what is going down the drain. Was that the detergent that wouldn't even break the surface tension of our hard water? Or was it a good detergent which was improperly used due to lack of proper training and supervision? In any event, it was either the material dollar, the labor dollar, or both, which went down the drain. Does 100 minus 95 = 5? The sense with which we are endowed could give us the cents we desperately need to make our 42¢ dollar actually give us 42 cents worth of value — tangible or otherwise!

Does management realize that we are in a period of progressive transition?

For the past five years, we have been observing a healthy period of progressive transition. Schools, through training of sorts, are promoting their "janitors" to custodians. Industry for several years has been promoting, through the Institute of Sanitation Management, and other similar organizations, custodians into sanitarians and, through study, sanitarians into directors of sanitation. Why?

Is ignorance bliss — or a costly lack of interest?

Perhaps I should have titled this article, "A Multiple-Indictment". As one of my counterparts, are you just waiting for "5 o'clock and pay day"? Or are you giving management the very best that is in you? Is your cleaning staff being taught properly? In one of his lectures, an outstanding professor (in the field of visual education) from one of the great universities in the Southwest made a statement to the effect that Sampson, with the jawbone of an ass, slew a thousand men. He then went on to say that there are many teachers in this country that are killing the interest of thousands of students with "essentially the same weapon". It is obvious, and has been psychologically proved, that there is a definite correlation between interest and accomplishment.

Will the products you use give you the protection you expect — years from now?

In purchasing sanitation supplies, do you check into the character, responsibility, integrity, reputation, experience, and financial resources of the firm whose product you are considering? Do you analyze the statements made by the firm's representative, or do you sit back and appraise his appearance and delivery? It is axiomatic that a firm is no better than the salesman who represents it, or the effectiveness of the product involved. If he can sell you something, but teach you nothing, both may lose a good opportunity in the exchange.

Does the salesman claim to be an expert? . . . At what?

It appears that some salesmen have been thoroughly indoctrinated in the psychology of *present*-ation at the expense of quality, performance, and serviceability. In other words, in my field of endeavor, there are far too many products which were made to sell — not to buy! In fairness to the reputable firms, I must confess that much knowledge over the years has been acquired from manufacturers'

representatives who have done everything but tell me their trade secrets. What I have learned, I have passed on to management on the one hand and to my 50 custodians on the other. We all have learned a great deal.

Are you responsible to "Top Management"?

If you are charged with the responsibilities of directing the efforts of those engaged in sanitarily cleaning your institution, *you should be!* If you are not, you should bend every effort and dedicate yourself to the end that top management will recognize the importance of your position through your efficient production which, in turn, will return the money saved to your institution.

Some Characteristics of New Faculty Members in the California State Colleges

ROGER C. MONROE

California State Colleges are recruiting faculty from a variety of sources; they are continuing to recruit, in general, young faculty members in the lower ranks; and they have been able to maintain a high percentage of faculty members with the doctorate.

The recruitment of new faculty has become one of the most serious problems facing institutions of higher education. The problem is particularly acute in expanding public institutions, such as the California State Colleges. Enrollment of full-time equivalent students in the ten California State Colleges has doubled since 1950, increasing from 24,000 students to over 52,000, a figure derived by dividing by 15 the total number of student credit hours carried by regular and limited students at present. If current trends in enrollment continue, by 1970 there will be three times the number of students as presently enrolled in the state colleges. Official projections show student enrollment of 71,000 by 1960 and of 165,000 by 1970.

The effect of this growth has created growing concern over current and future staffing of the colleges. In 1950 the California State Colleges employed 1,300 full-time faculty members. By January, 1958, the full-time faculty numbered over 3,000. Currently over 500 full-time faculty members are recruited each year, and the number required is expected to increase sharply in the immediate future. Conservative estimates indicate that in 1970 more than 9,000 full-time faculty members will be employed in the State Colleges. According to these estimates 12,000 new faculty members will be needed between now and 1970 to provide for the increased enrollment and to compensate for normal turnover. Providing competent and qualified faculty to guide the intellectual and professional growth of college students, then, has become a major problem, not only to the local college administrators, but also to the State of California, which is rapidly expanding the facilities of the colleges in one of the largest capital outlay programs of any state.

In an effort to provide college administrators and state officials with better information regarding the state college faculty, the California State Department of Education has undertaken several long-term studies to determine characteristics of new appointees to the state college faculties. For several years statistics have been

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kept on the number of faculty in each rank, the salary rates, teaching load, and the academic training, but little information has been compiled regarding faculty members at the time of their appointment. Specifically, the studies on new appointees include analyses of the characteristics of faculty at the time of first appointment in respect to age, sex, highest degree held, source of recruitment, rank to which first appointed, and institution from which the highest degree was obtained.

To obtain data on characteristics of new faculty members, personnel records of each new full-time appointee for the academic years 1954-1955, through the first semester of the academic year 1957-58, have been examined. Part-time and temporary employees were not included in the study because their numbers fluctuate considerably, and the length of service generally is of a limited duration. Some of the findings of these studies are reported in this article. (See page 18.)

Age of New Appointees

An analysis of Table 1 shows that in 1957 nearly 45% of the new faculty members were between the ages of 25 and 34. Less than 10% are 50 or over. A significant change in the period 1954 through 1957 may be noted in the percent of faculty members recruited who are between the ages of 25 and 29, from 5.5% to 17.4%. Possibly this is a reflection of the better salaries now offered in the lower ranks and of the endeavors of the colleges to obtain more faculty members from the university graduate schools throughout the United States.

Highest Degree Held and the Rank at Time of Appointment

Table 2 shows the highest degree held by new appointees for the years 1954 through 1957. While the table shows 43.0% of the most recent appointees as having the doctorate degree, the percentage of doctorates held by all faculty members of the state colleges in 1957 was 54.9. Many of the faculty actually complete their doctorate after receiving their appointment. Considerable encouragement is given for those appointed with less than the doctor's degree to obtain the higher degree, and upon the completion of all requirements for the doctorate, a salary differential of approximately 5% is granted. It is interesting to note that no significant trend in the percentage of doctorates between 1954 and 1957 is apparent in the table, and the conclusion can be drawn that the academic standing of the instructional staff has not significantly changed with the new appointments.

Over 68% of the new faculty members in the period 1954 through 1957 were appointed to Assistant Professor rank, and another 24% to Instructor. Less than 3% of the new appointees were given the rank of Professor, while a little over 5% were appointed as Associate Professor. A significant increase in the percentage of state college appointments at the rank of Assistant Professor, from 57% in 1954 to over 71% in 1957, supports the conclusion that difficulty in recruitment and salary problems have forced increased numbers of appointments at the Assistant Professor level, rather than at the Instructor level.

TABLE 1

DISTRIBUTION OF FULL-TIME APPOINTEES TO CALIFORNIA STATE COLLEGE FACULTIES BY AGE GROUPS AND YEAR — 1954 TO 1957

	Academic Year							
Age Group at	1954		1955		1956		1957	
Appointment	No.	%	No.	%	No.	%	No.	%
20-24	—	—	1	0.2	4	0.7	9	1.7
25-29	13	5.5	21	5.0	54	9.3	96	17.4
30-34	64	27.2	120	28.8	168	29.0	145	26.2
35-39	68	28.9	151	36.3	157	27.1	130	23.7
40-44	53	22.6	67	16.1	101	17.4	80	14.8
45-49	20	8.5	34	8.2	47	8.1	45	8.1
50-54	8	3.4	12	2.9	31	5.3	17	3.1
55-59	6	2.6	6	1.4	12	2.1	15	2.8
60 and over	3	1.3	3	0.7	6	1.0	12	2.2
Unknown	—	—	1	0.2	—	—	—	—
Totals	235	100.0	416	100.0	580	100.0	549	100.0

TABLE 2

HIGHEST DEGREES HELD BY FULL-TIME CALIFORNIA STATE COLLEGE FACULTY AT TIME OF APPOINTMENT — 1954 TO 1957

Highest Degree Held at	1954		1955		1956		1957	
Appointment	No.	%	No.	%	No.	%	No.	%
Doctor's	97	41.3	191	45.9	229	39.5	238	43.0
Master's	112	47.6	184	44.2	288	49.7	227	41.0
Bachelor's	25	10.6	39	9.4	61	10.5	80	14.5
None	1	0.4	2	0.5	2	0.3	8	1.5
Totals	235	100.0	416	100.0	580	100.0	553	100.0

TABLE 3

GEOGRAPHICAL SOURCE OF FULL-TIME CALIFORNIA STATE COLLEGE FACULTY MEMBERS AT TIME OF APPOINTMENT — 1954 TO 1957

	1954		1955		1956		1957		Total	
Source	No.	%	No.	%	No.	%	No.	%	No.	%
California	116	49.4	186	44.7	266	45.9	236	42.9	804	45.2
Out-of-State	119	50.6	230	55.3	313	54.1	314	57.1	976	54.8
Totals	235	100.0	416	100.0	579	100.0	550	100.0	1780	100.0

Geographical and Occupational Source of Recruitment

Table 3 indicates that more than half of the new faculty members were living outside California when they were recruited during the period 1954 to 1957. There has been a slight increase in the percent of faculty recruited from out-of-state in this period. States other than California, from which the largest numbers of new faculty were attracted, included Illinois, Michigan, New York, Oregon, and Washington. The detailed analysis for 1957 showed that faculty members were recruited from 42 states, the District of Columbia, Hawaii, and 8 foreign countries.

An analysis of new appointees' occupations, prior to appointment, showed that over 55% of new appointees had been in the field of teaching. Unlike some universities and private colleges, the California State Colleges hired few directly from the graduate schools. Less than 16% of the new appoitnees came directly from a graduate school. During the last year there has been a significant number of appointees coming from industry. Of the 560 new faculty members in 1957, 89 (15.9%) came from industry or business.

The Business Office Looks At Personnel Administration

HAROLD M. MYERS

The unique challenge confronting our college and university personnel people today is one of staffing our institutions with people who have a sincere interest in educating students, whether they are employed as titled officers, clerks, or teachers.

A factor which often provides interest in panel presentations is the "Unknown" in reference to the approach, or even subject content, of the offerings of the respective participants. With that as a warning, I now wish to advise that I intend to take full advantage of my position at the moment to indulge in that which I might label, "Random Philosophical Thoughts Concerning Our Institutions of Higher Learning," with some emphasis on the administration of them.

In reflecting for a moment, I believe that most of us will agree that personnel administration, fund raising, etc., are subjects, which, as little as perhaps ten years ago, the business officers of our colleges would have considered of little concern to them. Most would have taken the position that it was our job to know where the money goes, but not our problem as to where the money is obtained. Nor would we have been especially concerned about any of the personnel involved, except perhaps for the honesty of the staff actually handling money.

Today, I am certain all of us in college administration are very conscious of the primary problem facing us — "new money" for physical facilities to provide educational opportunities for the many thousands of additional qualified students who are, and who are going to be, seeking higher education. For instance, at Drexel Institute of Technology, as a result of a survey and of our own studies, we learn that we must provide facilities for an increase in enrollment of 85% by 1970 in order to continue to serve our Greater Philadelphia Community on the same proportionate basis we are now serving it. This actually does not mean expansion, and is probably very inadequate in view of the needs of our country. A few years ago, we, as business officers, would have considered such policy problems and decisions matters for the President and the Board of Trustees. We now find ourselves, willingly or not, taking a much more aggressive interest and role in the subject.

Mr. Myers is Vice President of Drexel Institute of Technology. This article was part of a panel presentation at the Annual Winter Workshop of the Eastern Region of the College and University Personnel Association in February, 1958. Also participating in the panel were Mr. Robert E. Broadwell, Business Manager, Union Theological Seminary; Mr. Richard C. Debus, Business Manager, Russell Sage College; and Mr. Paul J. Jenkins, Personnel Officer, University of Virginia (Moderator).

It seems to me that our own role in education is tremendously important. Personnel Officers, Business Officers, and all of the other administrators, are *educators,* and they are among the most important educators in higher education if they are functioning properly. Ours is a job of helping young people to develop, and to find themselves in life without letting them know that they are being taught. In my opinion Business Officers, and our related associates, serve as educators in two ways:

First, we have a tremendous impact on the environment of students and faculty, and since all of us are such creatures of environment, we, business people, by directing envoronment, create in the student the desire to be that which the rest of us think he ought to be. The student, therefore, really educates himself through our efforts. This is our prime purpose.

Second, we teach, (but not too well!) — and here we do seem to be in the minority — that "we must pay for what we get". If we can create an environment where students can learn *that* principle, then take pride in it, and then learn to live with it, we really have made a distinct contribution to the educational program.

It is my belief that if we are really educating our people, and if we are really creating an environment where students can get experience, they will learn to adapt themselves to meet issues and to take their place in society.

"Environment," at first glance, may be thought of as physical, i.e., building, furniture, drapes, etc. I, however, dare venture the observation that in spite of the literal definition, most of us, if we sincerely analyze our oft-stated opinion that is was a good environment, will find it is "people" we are really describing. People and their personalities, as well as, of course, their abilities, are the prime considerations of most of us.

The problem of developing a sufficient number of dedicated people tc serve as teachers, counsellors, and institutional, as well as industrial and commercial administrators, represents one of the nation's problems. The real challenge is that of finding those with leadership capacities, i.e., people who have the ability for *creative* or *positive* thinking. The most pressing problem of our nation, and of the world, is not the improvement of things, but the solution of "people-problems". We are applying plenty of research to this, but seemingly in the ineffective form of merely finding facts and making diagnoses. To arrive at new and good ideas which might solve the world's "people-problems," there is no conscious creative effort at all comparable to what scientific research is doing to better the products we use.

"We explore and deplore, only that and nothing more," said a cynical Senator some time ago concerning our national habit of going *all out* in fact-finding, and then "petering out" when it comes to applying creative thinking to the facts as found. This may be all too true with our current education problems! "The fundamental issue of our time," said Raymond Fosdick, "is whether we can develop understanding and wisdom reliable enough to serve as a chart in working out the problems of human relations." If those of us in higher education fail to impart to the students this understanding, there remains little to hope for in respect to a better world.

A Performance Rating Study

JACK RAY
DONALD SPROULL

For those interested in the controversial value of performance rating schemes, the authors report on a small and rather simple study made at Indiana University. It is not scientific. Therefore, the conclusions are not too significant, but they offer interesting thought for speculation.

Many scientifically designed studies have been made proving that various subjective forces are at play to keep the element of true objectivity out of formal performance and merit rating plans. Perhaps millions of hours of brainpower have been spent in developing methods and schemes for eliminating these forces. Some of the experts, who claim to be of the practical or realistic school, have about come to the conclusion that ultimately, regardless of the ingenuity and cleverness of the plan designer, human nature triumphs, and the diabolical supervisor always succeeds in expressing what he *feels* about an employee, or what he *wants* for an employee, or what he wishes to *avoid* with the employee, and *not* what the true situation is suspicioned to be.

We have a "merit" plan of salary administration for all office positions. The policy states that staff members on each position will have their salaries reviewed at least once each year for consideration for merit increases. Within the salary range assigned the job, there is prescribed a "permissible" merit increment that may be approved upon the department head's recommendation and report that a certain condition of performance is met.

The department head has a choice of three performance ratings: 1. falls short of satisfactorily meeting the job requirements, with no merit increase recommended; 2. satisfactorily meets the job requirements — the merit increase is recommended if the current salary is less than the mid-point of the assigned salary grade; 3. meets the job requirements with outstanding performance — the merit increment is recommended without qualification.

To assist the department head in arriving at a conclusion about the over-all performance rating, either he, or the immediate supervisor of the staff member in question, is required to rate the person on seven characteristics of performance: quality of work, quantity of work, initiative, reliability, cooperation, comprehension, and attendance. The performance review form gives a choice of three ratings for each characteristic: 1. falls short of; 2. meets; or 3. surpasses, the *job requirements*

Mr. Ray, Personnel Director, and Mr. Sproull are members of the staff of the Personnel Division, Indiana University.

for satisfaction. There are no weightings of these characteristics and no established standards for relating the characteristic ratings to the over-all performance ratings. Obviously, however, an over-all rating of "surpasses requirements for satisfaction" should be supported by one or more characteristic ratings of "surpasses". Some of the opposite extremes would be expected to support an over-all opinion that the employee falls short of satisfactorily meeting the job requirements.

For the service and maintenance groups of staff, the salary administration plan provides for job assignment of a range of rates, within which the increments are awarded automatically upon completion of specified periods of service. There are, of course, some very good arguments to support this type of plan in certain situations. Be that as it may, during the past year, we have been considering a change in this plan to one in which the increments are based upon a performance evaluation, rather than solely upon length of service.

As a part of this consideration, we have been asking supervisors and unit heads in these areas to make "trial" performance evaluations, using the same work characteristic rating forms that we have been using for the office group. The purpose of this has been to acquaint the service and maintenance supervisors with the use of a rating form "tool" without the pressures of its application. We also wanted some basis for predicting the group pattern of ratings and the effect it might have on actual salary administration if this group were changed to a "merit" plan. Finally, by asking two supervisory personnel to rate each employee at different times, we are getting some information on reliability and validity of ratings.

It was not the purpose of these trial performance evaluations to make a comparison with the evaluations of the office group. Natural curiosity compelled us to make such a comparison, however. The results are revealed in this article in the belief that it might satisfy the same curiosity among the readers.

In asking service and maintenance supervisors to make these trial performance evaluations of their personnel, we assured them that at this time we were really evaluating the form and were not interested in the cases as individuals. They were also assured that the ratings would in no way affect current salaries or current salary adjustments according to the present plan. Because we had no desire to start rumors, we asked that their ratings not be discussed with the employees being rated.

Keep in mind these conditions in comparison with the conditions under which work characteristic ratings have been asked of office workers. In the latter, the raters are asked specifically to support a recommendation concerning salary. Furthermore, the supervisor is asked to *discuss* the ratings with the individual being rated.

At this point the reader may pause to establish his "guess" on the similarity or dissimilarity of the rating patterns of these two groups. It may be assumed that the sampling of ratings for each group is representative. In addition to the difference in conditions for the rater described above, and the obvious differences in nature of work, some other differences in conditions may be observed. Both groups contain a majority of

women, with the office group a greater majority. The office group will contain a substantial number of rather temporary student wives (perhaps 50%), whereas the other group will contain established local residents. The office group will have the higher educational level.

For this comparison, the seven performance characteristics were given equal weightings, with one point for ratings of *falls short of requirements for satisfaction,* two points for *meets the requirements,* and three points for *surpasses the requirements.* Each case of performance rating was thereby reduced to a total score. The number of individual cases rated at each total score level were recorded.

Here are the box scores:

Total Score	*Office Group*	*Service and Maintenance Groups*
Mean average	18.1	15.7
Median	18	15
Mode	21	15

As rated by their respective supervisors, the office group is meeting the performance requirements of their jobs more satisfactorily than is the service and maintenance group. Is this correct? Or, were the raters influenced by forces in the circumstances calling for the rating? What do you think?

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Punched Card Procedures In Personnel Records

DONALD E. DICKASON

Personnel administrators, whose institutions now provide some types of machine accounting services, will find a review of this article helpful. For most administrators, it will offer new possibilities worthy of consideration.

The listings which follow represent types of work which I found are now being done with machine accounting equipment. I have classified these jobs under several headings in order to point up the special fields of interest of the personnel administrator. The total list is impressive.

The most interesting observation, it seems to me, is the fact that very few personnel administrators are now using a majority of the services indicated by the total list. On the contrary, most personnel administrators are using only a comparatively small minority, apparently choosing what seems to be available and needed at the time on an individual basis, rather than on an evaluation of total resources available through this service. Technicians in this field point up the wide range of services which can now be made available to those working in the field of personnel administration.

A careful review of the following examples of use, as reported by institutions in the sample group indicated, should prove helpful.

Mr. Dickason is Director of Nonacademic Personnel, University of Illinois, and Director of the University Civil Service System of Illinois. He was asked to participate in the third Machine Records and Computing Conference for institutions of higher education, held at Oklahoma State University on April 13-16 and to report on "Punched Card Procedures — Personnel Records," not only as they are being used at the University of Illinois, but as a cross-section view in the field of higher education. In order to secure this information, he sent a brief questionnaire to 25 CUPA members selected on a basis which would provide geographical coverage, as well as to insure information from approximately the same number of privately endowed and publicly financed institutions. This article presents a summary of his report.

Budget - Personnel - Payroll

(Items which can be made available with one set of cards)

Date of employment
Name, number, classification title or rank
Tenure
Address labels
Payroll and department code
Pay rate — hourly, weekly, monthly, or annually
Standard deductions, such as withholding tax, Social Security, retirement (participant status) insurance, bond, etc.
Percent of full time
Source of funds — State, revolving, research
Birth date; date first employed; date first employed in present rank; date present status;

broken employment, if any; last salary change — date and amount
Address — home and department
Leave of absence — paid or unpaid; overtime
Dependents (exemptions)
Marital status
Sex
Race
Citizenship status
Nepotism status
Education or academic degree
Vacation codes
Termination — date, reason

Analysis of Staff Structure

Total members of staff
Total full-time equivalents
Total by employee groups, such as custodial, foods, clerical, management, etc.
Total by faculty groups, by rank
Total by departments, colleges, or campuses
Comparative size of faculty, staff, and student body
Total by classification
Total on 12-month basis, 9-month basis, 10-month basis, etc.
Total by pay grades or ranges
Total paid by institutional funds vs. research and outside grants
Salary statistics, as above, in similar categories
Annual earning summaries
Age structure
Educational averages
Length of service
Decrease or increase in average salaries
Sex
Experience factors
Turnover rates by groups, reasons, etc.
Academic, nonacademic, and administration breakdown
Summaries by race
Relationship of length of service to total staff

Wage and Salary Administration

Tab run by salaries, by classes, by departments, by pay grades, etc.
By pay — entire group; separate groups; percent of change, or averages on a year-by-year basis
Distribution within salary ranges
Comparison of pay status, and length of service within the class or range
Turnover figures related to compensation
Surveys of campus employment scales as compared to outside employers
Cost of living ratio
Average $ increase or decrease by groups annually
Payroll reports and audits
Financial reports
Weighted annual salary by classes
Cost of anniversary increases
Budget preparations — first run, second run, printed budget
Notice of appointment, identification card
Seniority list
Staff benefits, hidden payroll, costs of total salary as compared to benefits (vacations, disability leave, retirement, and the like)
Disability leave — average number of days; percent of total years schedule for paid disability; cost in dollars; study by departments; by employee groups; time of year, sex, reason, etc.
Tabulated monthly totals of balances available for sick leave and vacation, copies

going to departments and employees; special list of those on disability
Retirement Plan costs — anticipated retirements, using projections from current age lists and average turnover
Insurance deductions — cost and control; health and accident; life, etc.
Workmen's Compensation — claims paid, divided as to lost time, medical and surgical and permanent disability
Use of educational program
Overtime by classification, departments, etc.

Employment and Personnel

Percent of applicants interviewed as compared to total employed
Ratio of choice by group, pay, etc.
Education and sex of new staff
Percent of all staff promoted from within; same as related to total non-entry level jobs
Termination during probationary period
Test results
Total hires and terminations by groups, individuals, etc.
The many surveys
Pay increases and other change of status
Detailed data concerning applicants — experience, education, training, age, areas of skill, and the like

Special Projects

Preparations of staff directory
Preparation of poll tax list
Staff census report
Cost of across-the-board salary increases — percentage and in dollars
Cost of changes in benefit program
Relating pay plans to local market
Storage of history card for terminated employees
Survey of cost of teaching loads; breakdown between teaching, administration, and research, and the like. (It is interesting to note that the Committee now preparing the data for the new "Survey of Personnel Practices" is using IBM tabulation to get this material into final form, and reports highly beneficial results.)

The following comments received with the replies above noted add interest and, I believe, incentive to review further our whole program in this field.

"We operate under a combined budget-personnel records-payroll set-up which enables us to gather statistics concurrently with personnel action, since all of the pertinent data is accumulated at the same source. We hope to mesh these operations more efficiently by greater use of machines in updating our data."

"The advantages of this system are apparent. First of all, it permitted detailed records without employing additional staff; it provided statistical data for studies of vacation and sick leave; and it permitted the processing of larger groups of records with no appreciable increase in work time. The primary disadvantage of the system was in not having a key-punch machine available in the Personnel Office in order to make changes to the personnel data card as they occurred. Instead, it was necessary to hold changes for a month at a time and refer them to the key-punch section for processing."

"We are fortunate to have very progressive leadership in our I.B.M. unit, and the use of their service is showing a rapid growth. While the Personnel Office is not formalizing new uses for I.B.M. service, I am sure we will find many new approaches where this service can be used."

"The advantages found in this method are speed and accuracy in obtaining information when needed. The disadvantages we have found in this method are the additional man-hours that are required to set up and maintain the systems necessary to get this information into punched cards, and we are getting personnel records out of payroll cards."

"We feel that since installing I.B.M. we have more complete and more accurate records. Also, we are now receiving regularly periodic reports on such things as turnover and attendance (time off with and without pay) that we did not receive or prepare too well prior to installing tab equipment."

"Personally, I am not a member of the school of thought that argues the *economy* of using tabulating equipment for personnel records. As a process within itself, I do not feel that it is more economical than manual processing. I do feel that it leads to a greater efficiency within the internal operations of the personnel program and within the general personnel servicing of the institution or company. To this extent I would suggest that an ultimate economy — that is, more for the money — is realized."

"The ready availability of data which is otherwise considered inaccessible is a real advantage. This often is the information which we should have had and should have used in arriving at a decision but which was neglected because of the cost, the time, or the problems in compiling it. There must be some disadvantages, but as yet we have found no limitations except our inability to put into the card certain items which we would like for it to include."

"I am very much interested in exploring the use of punched tape for setting up personnel, as well as payroll, records. As yet, we do not have all the electronic computing equipment necessary for that process. If and when it is available, I am sure we will try using it."

"You ask, what are the advantages and disadvantages of using tabulating equipment for personnel records? The big advantage, of course, is the ability to be able to sort, by a variety of classifications, to get the kind of listing you need. The disadvantages, which are just as obvious, are that it takes a lot of work, and it is expensive to maintain up-to-date cards with the amount of detail that you want."

"Recently I.B.M. people surveyed our records and found that our work would actually be complicated by the use of I.B.M. cards and tabulating equipment. Our basic personnel cards for each individual would require 4 or 5 I.B.M. cards to yield equivalent information."

"I am looking into the possibility of eventually putting all of our personnel records on I.B.M. equipment as I believe we need much more up-to-date statistical information than we now have. It seems to me that such current information is essential for proper control of salaries and wages in an organization of our size and scope of activities."

Standard Procedure Instructions On Death Of Employees

It has been recently brought to the attention of this office that many employees have been dying while on duty, apparently for no good reason. Furthermore, the same employees are refusing to fall over after they are dead.

THIS PRACTICE MUST STOP AT ONCE!

On and after September 1, 1958, any employee found standing after he or she has died will be dropped from the payroll at once, without investigation, under Regulation #29, Section #8.

Where it can be proved that the employee is being held up by a desk or typewriter or any other support which is the property of the organization, a 90-day period of grace will be granted.

The following procedure will be strictly adhered to:

If, after several hours, it is noticed that an employee has not moved or changed position, the department head will investigate. Because of the highly sensitive nature of our employees and close resemblence between death and their natural working atttitudes, the investigation will be made quiely so as to prevent waking the employee if he or she is asleep. If some doubt exists as to the true condition, extending a pay check is a final test. If the employee does not reach for it, it may be reasonable to assume that death has occurred.

NOTE: In some cases, the instinct is so strongly developed however, that a spasmodic reflex action may occur. Dont let this fool you.

In all cases, a sworn statement by the dead person must be filled on special forms provided for this purpose, and fifteen copies will be required; three copies will be sent to Washington, and two to the deceased. The others will be promptly lost in the department files.

A WORD TO THE WISE IS SUFFICIENT.

NEWS, NOTES & QUOTES . . .

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signed to provide economic security in the event of sickness or disability, employment, old age, or death. These benefits not only benefit the employee, but in many cases, his family. These payments are a part of the wages paid to each employee, just as much as the number of dollars he draws each week. Many union contracts, which involve a package deal, will settle for an increase of 18¢ per hour, with 12¢ for a direct wage increase and 6¢ for fringe items. Both the Bureau of Labor Statistics and the U.S. Chamber of Commerce arrive at an average cost of 16.5% of payroll, 30.8¢ per payroll hour, or $649 per year per employee. A *Harvard Business Review* study reports that the cost per *productive* hour worked increased from 25¢ in 1948 to 41¢ at the beginning of 1953, a rise of more than 60% during the five-year period. At Cornell we have made several studies of the costs of fringe benefits among our Buildings and Properties personnel. We estimate that our costs for fringe benefits run between 14% and 16%.

The rate of increase, you will agree, has been astounding. It is in keeping, however, with the increase in all social legislation and the growth of the concept that the Government and the employer should provide protection for employees and their families against the economic risks of our Twentieth Century.

In the period between 1910 and 1914 Workmen's Compensation was considered a fringe benefit and is one of the first bits of social legislation affecting the personnel business. Today, we all pretty much accept, and many of us forget, that this was the first step in this type of legislation. It may come as a surprise to you that, due to quirks in the New York State Compensation Act, we included our faculty and administrative employees on a permissive basis as recently as 1956. Starting with Workmen's Compensation, what kind of a package do we have? How much of our package do we take for granted? For example, I am afraid that many of *our* employees and many of *your* employees assume that vacations, paid holidays, sick leave, retirement, Social Security, hospitalization, and surgical and major medical programs just go along with the job. Is this what we actually want? I believe that you will agree with me that, although we have spent a great deal of time building up our fringe benefit package, we have done an equally poor job in communicating the details of the various benefits that are available to our employees. Employees should not be allowed to think of their pay check as their only wages. The fringes are also a part of the wage package. As I mentioned a year ago, when I had the pleasure of attending the meeting at Rutgers, we cannot take our fringe benefit package as a matter of fact. We need to examine it and re-examine it.

In making our decisions, it is important to keep in mind not what we, as individuals, feel is the relative importance between wages and benefits, but what, as best we can determine, are the priorities placed on the two areas by those

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we employ. The lower the actual wage level the more relative importance employees are likely to place on increases in *direct* wages.

It is argued that employees are opposed to joint contribution. I feel that they are perfectly willing to pay toward things they really want. The fact that new or expanded benefits will also increase the employee's deductions may well serve as a valuable restraint on pressures for increases. I personally feel that many times we, as employers, take the idea that father knows best too seriously; hence, too many fringe benefit packages smack of paternalism and run into unexpected employee resistance.

At Cornell we are constantly reviewing our various programs, as well as developing new ones. A few years ago we made an attitude survey among our employees asking them what they thought about our various programs. Ladies and Gentlemen, it took us 30 pages of single-spaced typing to list the comments that came in from this survey — mostly on group insurance. In analyzing them, almost all of our female employees felt that they were over-insured. They prefer dollars for nylons, rather than for insurance. As a result, we have in the past three years changed our group insurance package twice. We are offering less insurance to the women, furnishing more free insurance to all, providing more insurance for our top-salaried employees, and providing a greater amount of life insurance for the retired employee. The expense of insurance for retired employees is borne wholly by the University.

As a result of this same survey, we developed a major medical, or catastrophic, insurance program for the faculty and administrative personnel.

As many of you know, Cornell is a complex structure, with part of it being a Land Grant institution and the other part being endowed. It has been said that Cornell is the most western of the eastern schools and the most eastern of the western schools.

Because of our complex structure, many times we find ourselves with one group of our employees subject to certain benefits that are not available to another. This is currently true of retirement. It formerly was true of Social Security, and we anticipate that the New York State Legislature will extend the state health insurance program to Cornell University employees in the four state contract colleges. This means that approximately half of our employees will be eligible for coverage under a hospitalization, surgical, and major medical program in which the State picks up approximately 50% of the bill for the single person and approximately 35% of the bill for the married person and his dependents.

We are now studying a new Blue Cross presentation called extended medical benefits. This provides benefits approximately equal to our catastrophic insurance program but with a lower rate.

A carefully thought-out and truly valuable benefit package is of *no value* if our employees are unaware of the protection they have. Like almost every other aspect of the personnel business, the key must be good sound communications. We need to consider our needs, plan the package accordingly, and communicate!

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Plan To Attend

the

TWELFTH NATIONAL CONFERENCE

of the

COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

PURDUE UNIVERSITY

West Lafayette, Indiana

AUGUST 3-6, 1958